



4-H ENTREPRENEURS



Business start-ups from local youth.



FACILITATOR GUIDE

Facilitator Guide Introduction:

This guidebook is designed to help caring adults show youth how to start their own small businesses through hands on learning experiences. Positive youth development is the overarching objective of 4-H Entrepreneurs.

The 4-H Entrepreneur program teaches youth how to start their own business selling products or services. Youth attending the 4-H Entrepreneur Camp in their county have the opportunity to host a booth for their business at a local sales platform, typically a county fair, where they will sell their products/services directly to the public. Youth participants will learn-by-doing in this program – they create real businesses and can make real sales!

This guidebook has facilitation information that matches the 4-H Entrepreneur youth workbook. Because we serve a wide audience of youth who represent various ages and stages of development, we have color coded the content to differentiate between what is required to meet the learning objectives versus more advanced/additional information. Look for the header at the top of each page, and the light bulbs for more specific objectives:

REQUIRED INFO



ADDITIONAL INFO



LEARNING
OBJECTIVE



fa·cil·i·ta·tor:

noun

noun: facilitator; plural noun: facilitators

1. a person or thing that makes an action or process easy or easier.
"a true educator acts as a facilitator of learning"

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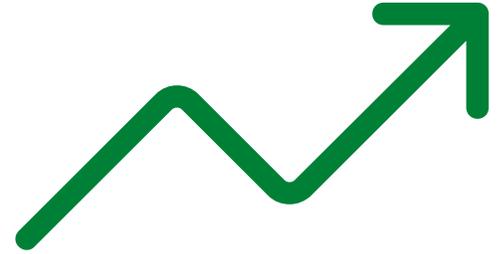
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4-H ENTREPRENEURS PROGRAM INFORMATION





About Us...

Extension:

Utah State University Extension provides research-based programs and resources with the goal of improving the lives of individuals, families and communities throughout Utah. USU Extension operates through a cooperative agreement between the United States Department of Agriculture, Utah State University, and county governments.

Founded in 1914 as part of the Smith-Lever Act, USU Extension plays a primary role in helping Utah State University fulfill its land-grant mission. Though more than 100 years old, USU Extension is as vital as ever, and perhaps even more so, due to the increased diversity and complexity of the issues people encounter today. The integration of teaching, research, and public service enables USU Extension to respond to critical and emerging issues with research-based, unbiased information.

Utah 4-H:

4-H empowers youth to reach their full potential, working and learning in partnership with caring adults. 4-H is the nation's largest Positive Youth Development Program. 4-H focuses on learning by doing. Through our unique partnership with USU Extension we are able to provide opportunities for youth throughout Utah! 4-H offers a wide variety of programs, projects, contests and events from livestock to sewing, and leadership to robotics!





4-H is about PYD

Employees of Utah State University Extension and Utah 4-H are charged to provide opportunities to youth for positive youth development (PYD). What does PYD look like? Though the terms may differ, there is agreement among youth development practitioners and researchers that youth who experience healthy, positive development exhibit certain attributes, such as:

- Internal Assets, which are among the 40 developmental assets of healthy youth as described by the Search Institute of Minneapolis, MN (search-institute.org).
 - The 5 C's—Competence, Confidence, Connection, Character, and Caring/Compassion—as defined in the 4-H Study of Positive Youth Development (Lerner & Lerner, 2012). The 5 C's also lead to the sixth C of Contribution.

THE DEFINITION OF PYD

The Interagency Working Group on Youth Programs, a collaboration of 21 federal departments and agencies, created the following definition of PYD:

PYD is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.

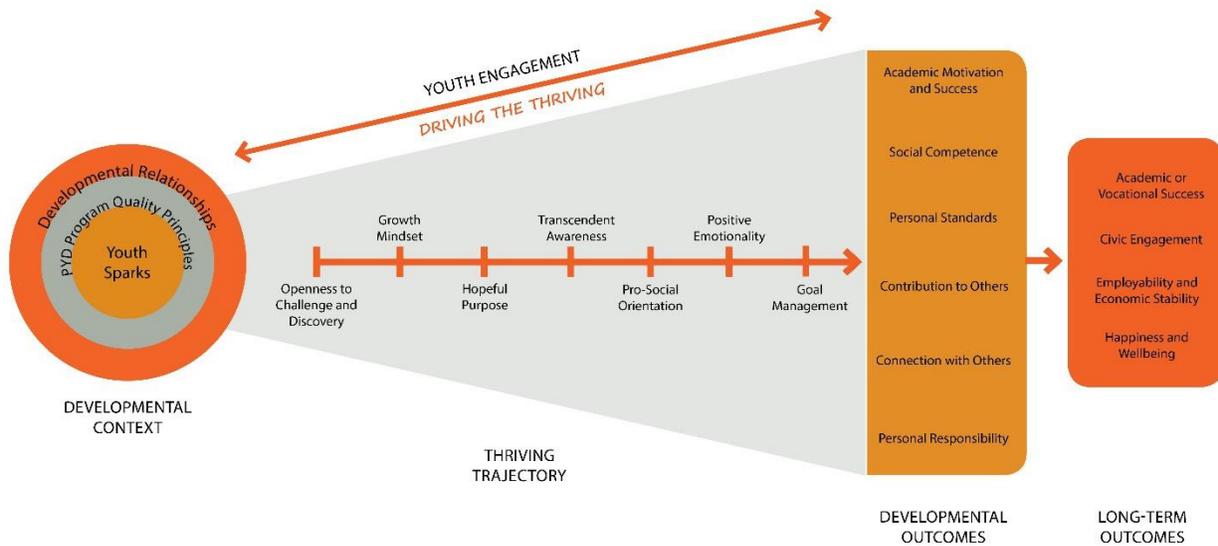
Similar to other living things, youth need nourishing, supportive, and protective environments where they can grow to be healthy and contributing adults. Every young person needs to:

- Know they are cared about by others.
- Feel and believe they are competent.
- Know they are able to influence people and events.
- Practice helping others.

Utah 4-H staff and volunteer leaders must be intentional and skilled about enriching settings with opportunities that lead to positive youth development.

The Thrive Model

For many years, the 4-H program created positive environments for youth and produced positive outcomes; however, our understanding of how these outcomes were produced was incomplete. There was no process to help ensure that these goals were met. The Thrive Model now helps 4-H professionals implement programs that are beneficial for youth. By following the model, helping youth find or enhance an interest or spark, creating positive environments, and building healthy youth-adult relationships, we can make sure more youth benefit fully from our state 4-H program.



YOUTH SPARK

Dr. Mary Arnold defines youth spark as “a passion for self-identified interest or skill, or a capacity that metaphorically lights a fire in a young person’s life, providing energy, joy, purpose, and direction.” These sparks are essential to youth thriving. Youth who have a spark(s) have a purpose, sense of direction, and may be better at goal setting. So, what makes something a spark? If a 4-H'er likes to go fly-fishing, is that their spark? Not necessarily. Sparks are separated from hobbies by the following:

- Sparks create actions that contribute to the larger society and to the 4-H'er.
- Sparks provide the intrinsic fuel that encourages youth to grow in knowledge and skill set.
- Sparks enhance a young person's networks through interacting with others who have similar sparks.

This could be other youth or adults who can serve as mentors and help with further growth.

As 4-H professionals, we know that all young people have the potential to find things that they are passionate about, or sparks. Utah 4-H is an important part of helping youth find what interests them and what they care about, then turning it into a spark. Our program is youth driven which means that Utah 4-H'ers have the opportunity to explore different areas and then sustain their interest in those areas. When we help to facilitate these sparks, youth are supported to grow and overcome obstacles. Additionally, youth with sparks are more likely to help make their communities a better place and to stay out of trouble.

Back to fly-fishing—can it be a spark? Sure, it can, but not on its own. A young person who goes fly-fishing on the weekends has a hobby. A young person who like to go fishing and is encouraged may start teaching others. This young person may start leading workshops on fly-fishing to teach other 4-H youth or even community members. They may look for more resources or go to events to deepen their understanding. You or a volunteer may work with them to better enhance their skills. This could lead to the 4-H'er having a passion for fishing, stream and wetland ecology, and pollution control. One day that little kid, who just wanted to fish, may be





working with the U.S. Fish and Wildlife Service and look back on you and what you did to help them get there. This is a spark, and this is what 4-H and youth development is all about.

PYD Program Quality Principles

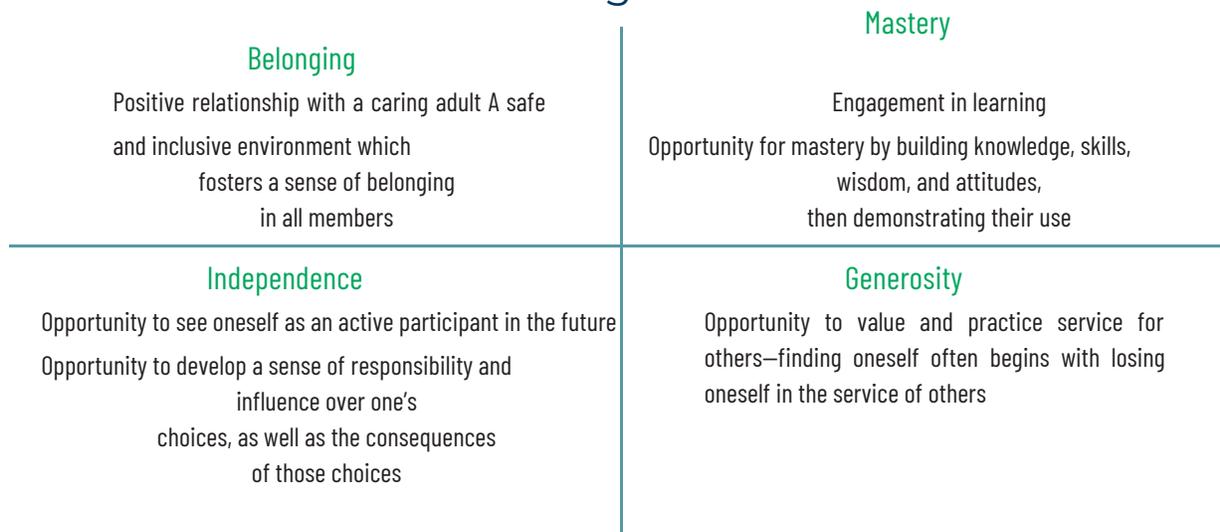
In 1998, the National 4-H Impact Design Implementation Team formed a task force to study characteristics of effective programs for PYD. The team identified earlier studies (Konopka, G., 1973; Pittman, K., 1991) that revealed eight critical elements that must be present for encouraging effective experiences that benefit youth. The 4-H program nationally has adopted a list of eight essential elements. These elements are considered environmental attributes necessary or conducive to optimizing youth development. These critical components are now known as the Eight Essential Elements:

1. A positive relationship with a caring adult.
2. A safe emotional and physical environment.
3. An inclusive environment.
4. Engagement in learning.
5. Opportunity for mastery.
6. Opportunity to see oneself as an active participant in the future.
7. Opportunity for self-determination.
8. Opportunity to value and practice service for others.

The Eight Essential Elements are standards for the effective practice of youth development work. These elements are also a framework to design and measure the effectiveness of the program environments as well as the opportunities offered. The opportunities and programs of 4-H that are intentionally designed and thoughtfully executed with the Eight Essential Elements meet the needs of young people, building positive attributes of Competence, Confidence, Connection, Character, and Caring, commonly known as the 5 C's (Lerner, 2007). Every 4-H experience may not include all eight elements. However, program leaders should try to incorporate as many of the elements as possible.

The eight elements are often summarized into four key concepts: Belonging, Mastery, Independence, and Generosity. In Utah, we often refer to these essential elements as the "BIG M."

Big M





BELONGING

Positive Relationship with a Caring Adult

A caring adult (4-H staff and/or leader) acts as an advisor, guide, and mentor. The adult helps set boundaries and expectations for young people. The caring adult should be viewed as a supporter, friend, and advocate.

A Safe Emotional and Physical Environment

Youth should not fear physical or emotional harm while participating in the 4-H experience. A sense of safety should exist from the learning environment itself, from adults, other participants, and spectators.

An Inclusive Environment

An inclusive environment allows a sense of belonging to develop and supports members, offering encouragement with positive and specific feedback. Healthy groups celebrate the success of all members, taking pride in the collective efforts of all.



MASTERY

Engagement in Learning

A youth engaged in learning is one who is mindful of the subject area, building relationships in order to develop greater understanding. Through self-reflection, youth have the ability to self-connect and learn from experience. The engaged learner has a higher degree of self-motivation and an inexhaustible capacity for creativity.

Opportunity for Mastery

Mastery is the building of knowledge, skills, or attitudes, and then demonstrating the competent use of knowledge in the manner of a proficient practitioner. The level of mastery is dependent on the developmental ability of the youth. The development of mastery is a process that exists in an evolution over time.



INDEPENDENCE

Opportunity to See Oneself as an Active Participant in the Future

The ability to foresee oneself is by possessing hope and optimism that shape life choices to facilitate the transition into future participation.

Opportunity for Self-Determination

Believing that one has an impact over life's events rather than passively submitting to the will or whims of others defines self-determination. Youth must exert a sense of influence over their lives, exercising their potential to become self-directing, autonomous adults.



GENEROSITY

Opportunity to Value and Practice Service for Others

Finding oneself begins with losing the self in service to others. Service is a way for members to gain exposure to the larger community and the world's entirety. It is necessary to actively practice and uphold service in order to develop a sense of generosity. People understand others and themselves by comprehending how they can make a positive impact throughout the rest of their lives.



THE NEED FOR 4-H ENTREPRENEURS



Both nationally and in Utah, youth ages 16 – 19 have the highest unemployment rate (Department of Workforce Services, 2021). Although work experience is ranked as one of the top ten needs for Utah’s youth, it can be difficult to find for young people. In most rural Utah communities, the unemployment rate is more than double urban areas (Department of Workforce Services, 2021). The 4-H Entrepreneur program gives youth the power to employ themselves and their peers, creating a pipeline of employment opportunities that starts with our youngest generations.

The **4-H Entrepreneur** program teaches youth how to start their own business selling products or services. Youth who attend the **4-H Entrepreneur Camp** in their county have the opportunity to host a booth for their business at their county fair, where they will sell their products/services directly to the public. Youth participants will learn-by-doing in this program – they create real businesses, and can make real sales!

ANNUAL PLAN

4-H Entrepreneur Facilitator Training

During the annual 4-H Inservice, there will be a training held for 4-H Entrepreneur facilitators. The training will cover the goals of the 4-H Entrepreneur program, how to implement the program in each county, and training in each of the course topics.

4-H Entrepreneur Youth Workshops

Throughout the months of January – April, county facilitators should host four, two-hour long workshops to teach youth attendees about the required course content before they can begin generating sales. Facilitation techniques are explained in this manual and facilitators are encouraged to find community leaders to act as guest speakers.

4-H Entrepreneur Sales Platform at County Fairs

During each county fair, 4-H Entrepreneurs will be given a platform to generate sales and complete real transactions for their businesses. In order to separate any product or service endorsements from Utah State University Extension, a section of the fair will be branded with 4-H Entrepreneur signage. Throughout county fairs, it is important for the public to understand that youth learned about starting a business from Utah 4-H without facilitators endorsing any specific products or service. During the course, youth will be taught about individualizing the branding and advertisements for their businesses. Facilitators will be responsible for coordinating the space and booths/tables with their county fair boards.



SITE ROLE

A Summary of County Facilitator Involvement

Facilitator Responsibilities:

- Attend facilitator trainings
- Coordinate youth trainings, including meeting space
- Should find community leaders to act as guest speakers
- Need to have a positive working relationship with key community members, including:
 - City Administration or Personnel for the business licenses
 - County Fair Organizers
 - Local Small Business Educators or Managers willing to help train the deep-diver workshops (branding, advertising, customer service, logo design, etc.)
 - School Districts (willing to let you send flyers home and help promote the program)
- Funding sources: County Commissioners, Chambers, Grants, etc.
- Follow 4-H Entrepreneur Evaluation Plan

Risk Mitigation Planning

- The county facilitator is responsible for following best practices to reduce risk. This includes educating youth as needed on each of the following:
 - [Utah State University's branding/licensing policies](#)
 - [Trademark Licensing](#)
 - [Logo Application](#)
 - [USU's cash handling policies](#)
 - [USU CAAS/Extension policies & procedures](#)
 - [State regulated food safety requirements](#)
- It is essential that county facilitators maintain an educational role throughout the 4-H Entrepreneur program. Facilitators should never endorse a product or service sold by youth in 4-H Entrepreneurs. Informational advertisements about the 4-H Entrepreneur program are allowable, however county facilitators should not promote the specific businesses developed by youth.
- Youth and adults involved with 4-H Entrepreneurs should never co-brand their businesses with any of Utah State University or Utah 4-H's trademarks or logos.





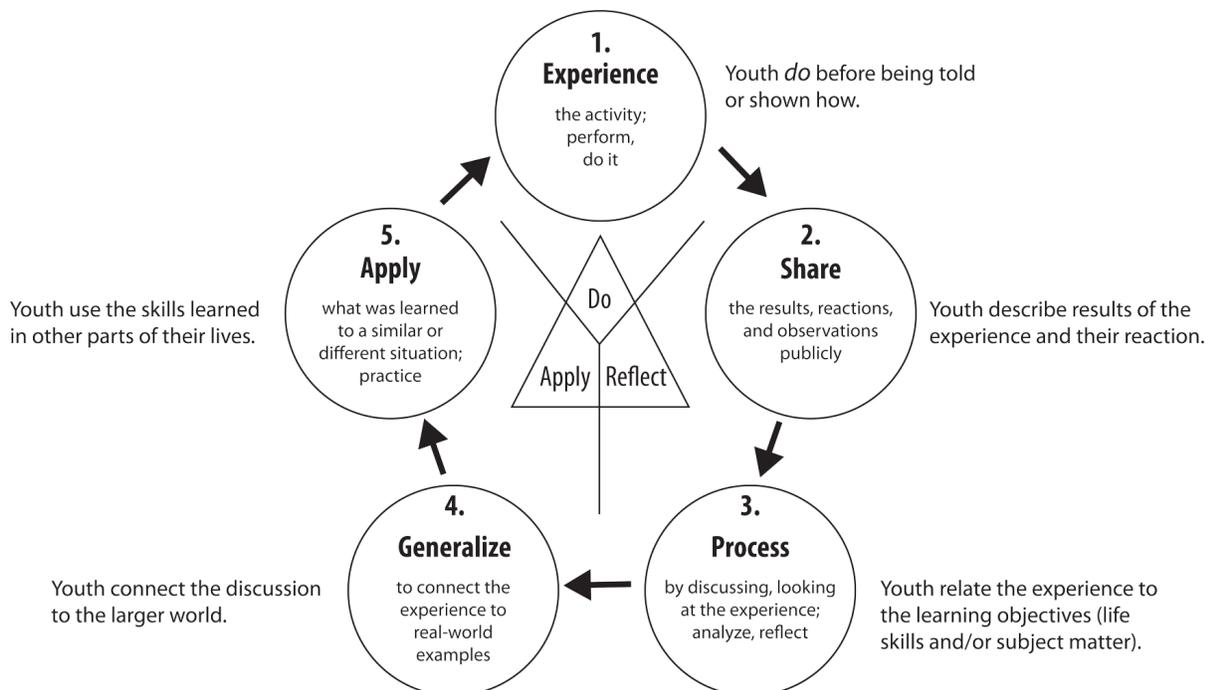
4-H ENTREPRENEUR WORKSHOP STRUCTURE

Each 4-H Entrepreneur workshop should follow the same general outline:

1. BIG M Warm Up
2. Do: Experience the activity
3. Reflect: Share the results of their experience and relate the experience to the learning objectives
4. Apply: Generalize the lesson with the larger world and apply it to their own lives.
5. Post-test

BIG M Warm Ups have been incorporated in 4-H Entrepreneurs as icebreakers for youth, and to remind participants that our overarching objective is to create environments of positive youth development. These lessons should take no more than 10 minutes at the beginning of each workshop.

The Do, Reflect, Apply approach is an adaption of the Experiential Learning Model for youth programs. Each lesson of 4-H Entrepreneurs is designed to follow the method of Do, Reflect, Apply. This means that you will serve as the true definition of a facilitator - you are a mentor who will make the learning process easier for youth.





4-H ENTREPRENEUR EVALUATION PLAN

UTAH 4-H

ID Number: 0001

Name: _____



4-H ENTREPRENEURS
Business start-ups from local youth.



4-H Entrepreneurs has an evaluation plan in place to ensure quality programming and collect data for future sustainability. All of the evaluations should be administered on paper copies to youth participants, and then entered into an assigned data file by facilitators immediately after each lesson.

Youth participants should be assigned an identification number using the 4-H Entrepreneur ID cards to write on each of their evaluations. Facilitators may keep a master list of youth with their ID numbers.

STEP 1: PRE-TEST

Be sure to give youth their ID cards as they enter the class on the first day.

During the first 15 minutes of the first lesson, youth should be given the pre-test. Please ensure that youth take this test without the help of their peers. The pretest asks questions about knowledge (right or wrong answers) and about confidence (their perception on a scale of 1 - 5). **Youth who are 10 years old or younger should ONLY answer the confidence questions on this test.** As a facilitator, you may explain to youth that we do not expect them to know the answers to all of the questions, and you can explain any words they may not understand. (Appendix)

STEP 2: POST-TESTS

At the conclusion of each 4-H Entrepreneur workshop, facilitators should distribute the five question post-test. Youth should write their ID number on the test, and answer each question. Facilitators should immediately record responses in the data sheet. **Post-tests should only be taken by youth who are older than 10 years old.**

At the end of the fourth workshop, the post-test will include both the five knowledge questions related to the lesson, and the confidence questions that were asked at the beginning of the program. **ALL ages of youth should answer the confidence questions on the post-test.** (Appendix)

STEP 3: EXIT INTERVIEW

After youth have sold their products and services at one or more sales platforms, facilitators should conduct a short, 5 minute interview to ask them about their experience using the exit interview template (see appendix).

DATA FILE

Each 4-H Entrepreneur program will be assigned a unique data file to enter information. Be sure to use your test keys to score and code them accordingly:

KNOWLEDGE	CONFIDENCE
2 = Correct	1 = Not confident at all, 2 = Slightly confident,
1 = Incorrect	3 = Moderately Confident, 4 = Very confident,
0 = I don't know	5 = Extremely confident, 0 = I don't know
	99 = Any unanswered questions

Attendance should be taken for youth who are 8 - 10 years old on the data file.





4-H ENTREPRENEURS

WORKSHOPS





Product or Service Development



LEARNING OBJECTIVES:

- Defining entrepreneurship
- Goal setting
- Key business terms
- Using the design process to solve a problem
- Using the design process to develop a product or service

MEETING PREPARATIONS:

- Bring workbooks, Entrepreneur ID cards, pre-tests, & lesson 1 post-test
- Post-It notes
- Bring materials for product development activity:

Paper and writing utensils for design ideas

Recyclables: milk jugs, Popsicle sticks, rope/string, tin foil, etc.
Connectors: tape, glue sticks

Throughout the 4-H Entrepreneur program, facilitators should always follow the method of Do, Reflect, Apply. That means that when youth come to a class, they should have a five minute ice breaker, then jump straight into a hands on activity.

As youth come in to your first 4-H Entrepreneur class, ask them to start filling out the 4-H Entrepreneur pre-test. This is a one-time procedure that should take 10 - 15 minutes, so it is best to get the test done and out of the way before the lesson begins.

Now, briefly introduce the 4-H Entrepreneur class - remember 5 minutes or less! Major points to hit in the program introduction are:

- Define an entrepreneur
- You are here to learn how to create a business
- This class is four, two-hour lessons
- At the end, we will give you an opportunity to sell your products and services at the county fair



WARM UP: BELONGING

Objectives

Activities will help students:

- Understand that families have different structures and compositions
- Read, write and talk about the idea that differences in family structures actually make for a richer community
- Reflect on what makes their own families special and the diversity of families in the community
- Create and reflect on a gallery of classroom family portraits

Essential Questions

- What is a family?
- What makes some families different from others and in what ways is your own family unique?
- How does having different kinds of families make the world and our classroom community a richer place?

family [fam-uh-lee, fam-lee] (noun) a group of people going through the world together, often adults and the children they care for

extended family [ik-sten-did fam-uh-lee, fam-lee] (noun) all of the relatives or people making up a family, whether or not they live together; often this includes grandparents, aunts, uncles, etc.

adopt [uh-dopt] (verb) to raise a child you did not give birth to

diversity [dih-vur-si-tee] (noun) variety, differences

single parent [sing-guhl pair-uhnt, par-] (noun) an adult raising a child without a partner

Overview

Talking about families is an important part of making sense of the world and their relationship to it. Many students in primary grades are realizing for the first time that their family might look different from someone else's. Older elementary students can become sensitive about describing these differences and are also frequently dealing with changing relationships within their own families as they develop a deeper understanding of themselves as individuals.

This lesson provides a framework that will help students talk about their own and others' families in safe, caring ways. This lesson makes use of artistic outlets and story-telling to help children both construct and learn language for asking about other families and talking about their own. The overarching goal of the lesson is to build classroom community by helping students see that where they come from is valued and respected, and that diverse families are a big part of what helps enrich our world.

Procedure

What is a family? What makes some families different from others? What would the world be like if all families were the same? How does the fact that all of us come from different families make our class a more interesting place? As a class, talk about one or more of these questions. (Note: Take notes on chart paper as students brainstorm answers to these questions.)

On a post-it note, write one thing that you feel makes your own family special or different. Bring your post-it note to stick on a chart in the front of the class. (Note: Read aloud what students have written.) As a class, talk about what makes different families similar and different, and how it might feel when your family seems different from others.





DO

Now it's time to DO the activity! Jump right into the product development design challenge. Talk briefly about goal setting and each step of the design process in their workbook. Talk about how they can use the designers mindset to meet their own goals, then ask them to think about a need that they can solve with a product or service. Give them 20 minutes to build a low-fidelity prototype with recycled materials that you brought to class. Remind them that they can "think big", but this needs to be a product that they can actually manufacture to sell. If they already have a business in mind, encourage them to build a modification or new packaging for the products they have already created.

REFLECT

When they've had 20+ minutes, go around the room and give them each a chance to share their product or service and ask others in the room to ask questions and provide feedback to each other about their products. This is step five in the design process, "Gather Feedback."

As a facilitator, be sure to start hitting on the key terms at the beginning of this lesson in the workbook. It is also important to make sure that each youth can picture a real business around what they have created. It's okay to make completely new iterations (step 6) of each product. Talk to them about what it's going to take to manufacture their creations, if there are options for more revenue streams based on their products/services, and what permits or certifications they may need to take their product to market.

Once each person has been given feedback, talk to them about taking the product home and creating a high-fidelity prototype. Each youth should plan on bringing their real product to the next 4-H Entrepreneur meeting.

APPLY

Beyond this one product or service, debrief for 10+ minutes with youth about how the design process can apply to a bigger scope. Discussion starters might include:

- When they set long and short-term goals, how could it be helpful to think about them with a designer's mindset?
- Will their business go through multiple iterations?
- Who are good contacts to get feedback from for their business?





LESSON ONE POST-TEST

1. How do you describe someone who organizes, manages, and takes on the risks of a business?
 - a. Lender
 - b. Loan Officer
 - c. Chief Executive Officer
 - d. Entrepreneur
 - e. I don't know
2. Setting goals is an important first step toward creating a business.
 - a. True
 - b. False
 - c. I don't know
3. Expenses are the costs required to run a business.
 - a. True
 - b. False
 - c. I don't know
4. The first step in the design process is to create a prototype.
 - a. True
 - b. False
 - c. I don't know
5. Which of the following is a reason to create a new prototype?
 - a. The product does not meet the customer's need
 - b. A friend or family member has provided constructive feedback
 - c. A new material would improve the quality of the prototype
 - d. All of the above
 - e. I don't know





Business Plans, Creating Budgets, and Finding Investors



LEARNING OBJECTIVES:

- Creating a business budget
- Identifying the income vs expenses
- Business licensing requirements
- Inventory of assets vs liabilities



MEETING PREPARATIONS:

- Arrange for meeting space
- Print budget worksheets
- Print and cut out debit cards

Just like in lesson one, facilitators should always follow the method of Do, Reflect, Apply. As a reminder, that means that when youth come to a class, they should have a five minute ice breaker, then jump straight into a hands on activity.

Briefly introduce the topics of today's workshop: Business Planning, Creating Budgets, and Finding Investors.



WARM UP: INDEPENDENCE

Business owners often must work independently. One big challenge about working alone is learning how to maintain integrity.

IN•TEG•RI•TY

/in'tegrədē/

noun

1. the quality of being honest and having strong moral principles; moral uprightness.

Hand each youth a scenario and ask them to share how they could show integrity as the business owner. Scenarios can be found in the Appendix.

Activity 1: Business Expenses

DO

Now it's time to DO the first activity! There will be two activities in this lesson, so plan on taking about an hour for each one. Divide the attendees into two groups. One group is going to act as customers, and one is going to sell the product or service they have created for their business. If you have adults who are attending, they are welcome to join in as additional customers. Hand out the paper debit cards (found in the Appendix) and tell the customers that they have \$10,000 to spend purchasing from these businesses. The entrepreneurs should use the sample budget worksheet to record their revenue in the start up column (also found in the appendix).

Give the class 10 - 15 minutes to make mock purchases and sales, and then reverse roles and repeat the exercise. By the end, everyone should have some sample sales recorded on their budget worksheets. Go around the room and ask anyone who wants to share how much money they made. Be sure to tell them that we have now identified their gross income.

Now it's time to talk about their business expenses. Go through any relevant lines in the expenses section of the worksheet, and ask youth to write down all of the costs of their business. When they have finished they should be able to come up with a total for their gross sales, total expenses, and total net sales.





REFLECT

Ask youth to share what their operating expenses are, and give the group an opportunity to offer recommendations to each other about reducing any unnecessary costs. Have a discussion about their net profits, where they may need to increase revenue, or add any additional revenue streams.

APPLY

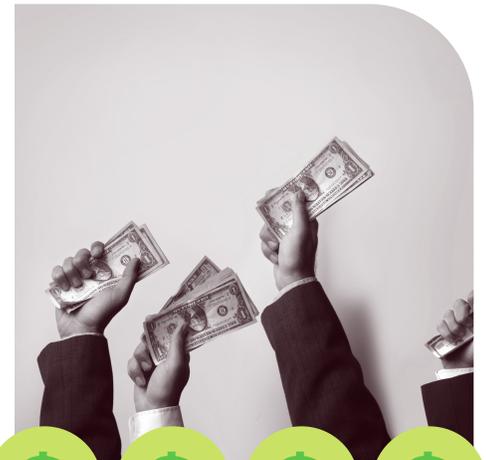
Ask youth to start their digital version of a business budget using the Google Doc link and QR code from the workbook. Discuss with them about how it would be helpful to start with their expenses first. Can they see how learning to create a budget could be helpful beyond 4-H Entrepreneurs?

Activity 2: Finding Investors

DO

Now it's time to talk about how youth can fund their business. Talk about the options for raising startup funds from the workbook, and ask each youth to calculate their current business value by writing down all of their assets minus their liabilities. If you have a computer and projector set up, play one business pitch from Shark Tank using the link in the workbook.

Next ask any of the youth if they'd like to come to the front of the class to pitch their idea to potential funders. The rest of the attendees should pretend to be investors, and ask questions to the presenter about their business. Depending on the number of youth who are willing to present their idea, this should take 15 - 20 minutes.



REFLECT

Talk with the group about how much they need to raise based on their budget, and how they plan to find startup money. Discuss what they noticed from each presentation, and how that might change their pitch to future investors.



APPLY

Discuss with youth how they think big businesses found their start up money. What are the most important elements of a business pitch beyond the business finances? Circle back to lesson one about creating a business that fills a need, and how important it is to communicate that message to future investors.



*

*

Lastly, spend about 10 - 15 minutes talking about business licensing. If youth are only going to create and sell products for the 4-H Entrepreneur program, they do not need an official business license. If they continue their business after this program, they should use the QR codes in the book to apply for a business license.

This is also where you come in as a facilitator who knows the unique needs of your group. Be sure to communicate directly with any youth who need certain certifications such as a food handlers permit, drone pilots licenses for drone operation, CPR or first aid trainings, etc.

Send youth home with the charge to research their business' certification needs and be ready to answer their questions in the next meeting.

FOOD SAFETY

4-H Entrepreneurs who are selling any food or food based products are required to complete a survey on the 4-H Entrepreneurs website. Recipes will be evaluated by the Extension Food Entrepreneurship Program to determine if products can safely be made in a home kitchen. If the product is flagged for follow up, USU Extension will work with youth directly about the next steps via email. To increase the likelihood of approval, youth should follow recipes that flow to the green bubbles on the chart in the workbook.

Facilitators **MUST** communicate with the event coordinators where they plan to host 4-H Entrepreneur sales platforms to determine if they allow vendors to sell food under the H.B. 181 Home Consumption and Homemade Food Act. The event host will determine if youth's recipes may be approved for sales.



LESSON TWO POST-TEST

1. Gross Income is the amount of money earned after subtracting the costs of the business.
 - a. True
 - b. False
 - c. I don't know

2. Fixed Expenses are the costs of producing goods or services.
 - a. True
 - b. False
 - c. I don't know

3. Which of the following best describes revenue?
 - a. A company's costs to operate
 - b. The money a company earns by selling products or services
 - c. The money left over after a company pays taxes or operating expenses
 - d. Income that is exactly equal to expenses
 - e. I don't know

4. If you are under the age of 18 and operate a seasonal business you are not required to obtain a business license.
 - a. True
 - b. False
 - c. I don't know

5. Business value is equal to _____ minus _____.
 - a. Gross income minus net income
 - b. Assets minus liabilities
 - c. Investments minus cash flow
 - d. Debt minus fixed expenses
 - e. I don't know



Production, Manufacturing, & Marketing



As always, facilitators should always the method of Do, Reflect, Apply.

Briefly introduce the topics of today's workshop: Production / Manufacturing & Marketing.

Now, jump right into the activities. There will be two activities in this lesson, so plan on taking about an hour for each one.

MEETING PREPARATIONS:

- Computers for each attendee
- Consider any local design experts who would be willing to speak and/or help facilitate each youth's logo design process.
- Following this meeting, instruct each youth to send you their design file, t-shirt size, and preferred t-shirt color.

WARM UP: GENEROSITY

Go around the room and ask each youth to tell what their business is, and how they could show generosity now or in the future. How can they show generosity to their employees, customers, and/or communities?





Part 1: Production/Manufacturing

DO

Today we will be learning about the importance of planning ahead and delegating any work during the production and manufacturing process. For this activity, you will need a group of five youth, vs one person. Divide the class accordingly. Now, give a stack of printed clovers to each of the groups of five and the individuals. The challenge is to cut out and draw block "H's" onto each clover to create this finished product. In the group of five, each person should only have one job: the first person will cut, and the next four will draw block H's. The individuals are stuck doing all of the jobs by themselves. The goal is to create as many clovers as possible. Set a 5 minute timer to see how many each group or individual can produce. If time allows, allow each group of five to modify their production practices to see how they can improve efficiency and repeat the exercise.

REFLECT

Talk with the groups about what went right, and what went wrong. Which is the faster method? Which method produces a better-quality product? How do these ideas apply to their own businesses?

APPLY

Ask youth to take a few minutes to complete the production and manufacturing page in their workbooks. Talk about how many of the products or marketing materials for services that they will need for their sales booths. How will they create that many? How much will that cost? How much are they going to make in net profits, and how much does that mean they will be making per hour? It is important to gauge if each person seems like they will be ready to sell a product or service at their sales booth. Take note of who might need extra help or may need to pivot to meet realistic goals based on their resources.





Part 2: Marketing

DO

Now it's time to talk about Branding and Marketing. Ask the youth what they think those two words mean, and briefly review each section in the workbook. Then allow youth to create their own, free Canva accounts on laptops or tablets to start creating a business name, tagline, and logo. Give them about 25 minutes to create a first draft of their logo. While they are creating, go around and offer help to individuals who may have any technical difficulties.



As a facilitator it is important to emphasize that it is not a good idea to use any other brand to promote your own because of trademark infringements. Make sure youth know that the brand they create is going to be printed on t-shirts for their sales booths. Talk about the importance of color choices, and ask them to think about what color shirt their logo should be printed on.

REFLECT

Give youth the opportunity to share their creations with the class, and allow others to offer feedback. Does their logo promote their business clearly? Are any of them stuck between two business names?

APPLY

Discuss how they might improve their logo or name and make sure they know that canva's free tutorials are available for them to watch at home. Talk about the idea of the design process and the importance of completing each step as they brand their business. It would be a good idea for them to go home and ask for feedback from friends and family before they create the next iteration.



* FINAL NOTE *

Ask youth to bring a high-fidelity prototype (that means it is ready to sell) of their product or services to the next class.



LESSON THREE POST-TEST

1. Which of the following is considered during production and manufacturing?
 - a. Skills to sustain customer relationships
 - b. Number of products needed
 - c. What products competitors will be selling
 - d. Non-Operating revenue
 - e. I don't know
2. Copying a well-known brand is a good way to get a head start on branding and advertising.
 - a. True
 - b. False
 - c. I don't know
3. Marketing is everything a business does to attract customers.
 - a. True
 - b. False
 - c. I don't know
4. What is a target market?
 - a. The audience who sees all marketing and advertising
 - b. The particular group of consumers to which a business plans to sell its products
 - c. Consumers who own stocks and can provide advice
 - d. All of the above
 - e. I don't know
5. The name of a business should be creative, original, and easy to understand.
 - a. True
 - b. False
 - c. I don't know



Customer Service and Launching Your Business



As always, facilitators should always the method of Do, Reflect, Apply.

Briefly introduce the topics of today's workshop: Customer Service and Launching their Business.

There will be two activities and the final post-test in this lesson, so plan on taking about 45 - 50 minutes for each lesson, leaving 10 - 15 minutes for the post-test.

MEETING PREPARATIONS:

Have a computer & projector set up to watch these two videos:

<https://www.youtube.com/watch?v=ApfOYjv0sjc>

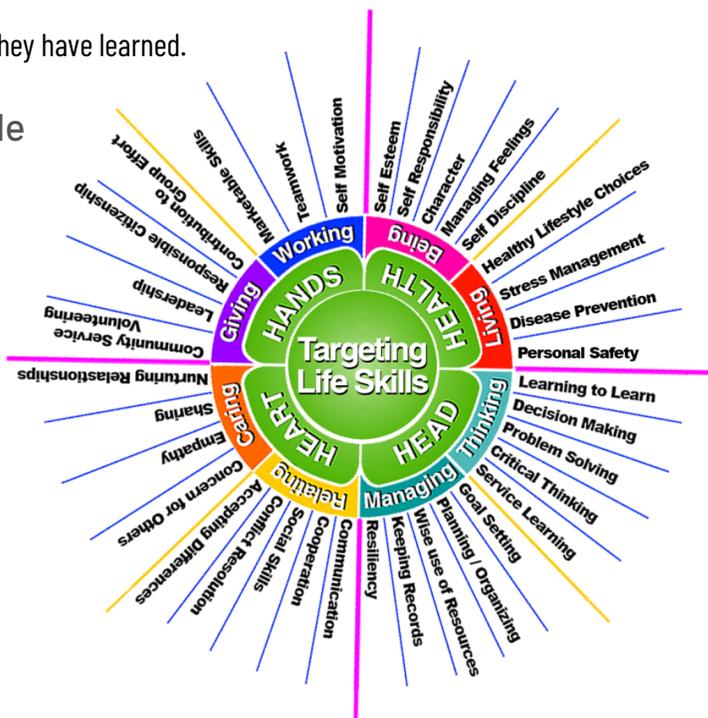
<https://www.youtube.com/watch?v=4KxLiLCUqzg>

WARM UP: MASTERY

Ask each youth to tell the group one hard skill and one life skill that they have learned.

LIFE SKILLS: competencies that assist people in functioning well in the environments in which they live.

HARD SKILLS: are specific competencies, skills, knowledge, and abilities needed to perform a specific task or role.





Part 1: Customer Service

DO

Now let's jump into the activity. Ask the youth to turn to the customer service page of the workbook and have a discussion with them about what each of the components listed means to them in relation to their business. If needed, play the two videos listed in the meeting preparation. Next, divide the attendees into groups of 4 - 5 people and let each person choose a good or bad customer service card. Let each person take a turn role playing the sale of their product or service to the group while they exhibit excellent or poor customer service. The other members of each group should act like customers who are interested in their business. After each person has practiced having good or bad customer service, come back together as a group to debrief the activity.



REFLECT

Talk with the groups about what went right, and what went wrong. Who had top notch customer service and why? Who could've been better? What did they learn about the types of information their business needs to have ready? Did they find an easy method to ask for the sale? How could they maintain these relationships moving forward?

APPLY

Now, how does all of this information help youth when it comes to the day of the sale? How will their appearance and behavior influence people who pass by their sales booth? Do they have the right method of selling their products or service? How might these skills apply beyond the 4-H Entrepreneur class?



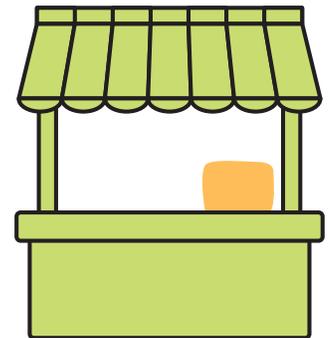


Part 2: Launching Your Business

DO

This is the last section of the 4-H Entrepreneur workshops, and it's time to launch their businesses. This is going to be different for each participant depending on their age, abilities, and stage of their business. As a facilitator, you are going to need to tailor this last section depending on the needs of your attendees.

For youth who have adults helping them, this would be a great time to start selling online to test the market and generate ecommerce sales. This might include selling on social media, creating an Etsy shop, posting on online sales platforms, or even creating their own website. For youth who do not have an adult actively helping them, this can be an obstacle. As a facilitator, you can decide how much you are willing to help each individual, just remember you shouldn't act in a guardian's role online, including setting up a way to collect funds through your personal banking.



At this point, everyone should look at the checklist to be sure they will have everything they will need for their sales booth at the county fair. Take time to go through the list and ask the youth what they might need so they will feel prepared on the sales day. Remind them to budget for materials for their booth and be clear about the logistics of when/where they need to be to sell products and services.

REFLECT

Talk with youth about each of the topics they learned throughout this course. During the discussion, be sure to touch on the vocabulary and topics on the pre/posttest that have been taught throughout the program. Think back to all the lessons and ask youth questions about what they remember such as, "Who remembers the design process? What are all the elements? Have you thought about the lessons since we last discussed them?"

APPLY

Discuss with youth about the topics they've learned and how they apply to their business. What do they need to work on most? What has been the most valuable lesson? What do they anticipate will happen when they start to sell their products and services?



*** FINAL NOTE ***

Be sure to take the remaining time of the class to take the post-survey, which should take approximately 10 - 15 minutes.

It is a good idea to send the checklist of items needed for the sales day out to the attendees' parents/guardians several times. It will also be helpful to check in with each individual at least three times between the end of this course and the day of sales at the county fair.





LESSON FOUR POST-TEST

1. How do you provide good customer service?
 - a. Build relationships of trust
 - b. Understand your customer's needs
 - c. Sustain customer relationships
 - d. All of the above
 - e. I don't know

2. Building a relationship of trust with your customers is important.
 - a. True
 - b. False
 - c. I don't know

3. Most of the time a customer will purchase a product without being asked to buy it.
 - a. True
 - b. False
 - c. I don't know

4. Which of the following is a good way to launch your business?
 - a. Create products and customers will find them naturally
 - b. Partner with local businesses to sell your product in their locations
 - c. Work on a new iteration of a mid-fidelity prototype
 - d. Work as an employee at a local business
 - e. I don't know

5. Communicating with your target audience can help:
 - a. Prevent trademark infringement
 - b. Create a business logo design
 - c. Generate word-of-mouth sales
 - d. Calculate the value of a business
 - e. I don't know



4-H

ENTREPRENEURS



Extension
UtahStateUniversity





KEY PRE-TEST

Please read each question and circle the answers below. If you are younger than 11 years old, please skip to after question 20.

Have you previously participated in 4-H Entrepreneurs? yes / no

1. How do you describe someone who organizes, manages, and takes on the risks of a business?

- a. Lender
- b. Loan Officer
- c. Chief Executive Officer
- d. Entrepreneur
- e. I don't know

2. Setting goals is an important first step toward creating a business.

- a. True
- b. False
- c. I don't know

3. Expenses are the costs required to run a business.

- a. True
- b. False
- c. I don't know

4. The first step in the design process is to create a prototype.

- a. True
- b. False
- c. I don't know

5. Which of the following is a reason to create a new prototype?

- a. The product does not meet the customer's need
- b. A friend or family member has provided constructive feedback
- c. A new material would improve the quality of the prototype
- d. All of the above
- e. I don't know

6. Gross Income is the amount of money earned after subtracting the costs of the business.

- a. True
- b. False
- c. I don't know



7. Fixed Expenses are the costs of producing goods or services.
- a. True
 - b. False
 - c. I don't know
8. Which of the following best describes revenue?
- a. A company's costs to operate
 - b. The money a company earns by selling products or services
 - c. The money left over after a company pays taxes or operating expenses
 - d. Income that is exactly equal to expenses
 - e. I don't know
9. If you are under the age of 18 and operate a seasonal business you are not required to obtain a business license.
- a. True
 - b. False
 - c. I don't know
10. Business value is equal to _____ minus _____
- a. Gross income minus net income
 - b. Assets minus liabilities
 - c. Investments minus cash flow
 - d. Debt minus fixed expenses
 - e. I don't know
11. Which of the following is considered during production and manufacturing?
- a. Skills to sustain customer relationships
 - b. Number of products needed
 - c. What products competitors will be selling
 - d. Non-Operating revenue
 - e. I don't know
12. Copying a well-known brand is a good way to get a head start on branding and advertising.
- a. True
 - b. False
 - c. I don't know



13. Marketing is everything a business does to attract customers.
- a. True
 - b. False
 - c. I don't know
14. What is a target market?
- a. The audience who sees all marketing and advertising
 - b. The particular group of consumers to which a business plans to sell its products
 - c. Consumers who own stocks and can provide advice
 - d. All of the above
 - e. I don't know
15. The name of a business should be creative, original, and easy to understand.
- a. True
 - b. False
 - c. I don't know
16. How do you provide good customer service?
- a. Build relationships of trust
 - b. Understand your customer's needs
 - c. Sustain customer relationships
 - d. All of the above
 - e. I don't know
17. Building a relationship of trust with your customers is important.
- a. True
 - b. False
 - c. I don't know
18. Most of the time a customer will purchase a product without being asked to buy it.
- a. True
 - b. False
 - c. I don't know



19. Which of the following is a good way to launch your business?

- a. Create products and customers will find them naturally
- b. Partner with local businesses to sell your product in their locations
- c. Work on a new iteration of a mid-fidelity prototype
- d. Work as an employee at a local business
- e. I don't know

20. Communicating with your target audience can help:

- a. Prevent trademark infringement
- b. Create a business logo design
- c. Generate word-of-mouth sales
- d. Calculate the value of a business
- e. I don't know

How confident are you in performing the following skills? Please be careful to read each statement and respond accordingly.

Currently, how confident are you...

	Not confident at all	Slightly confident	Moderately Confident	Very Confident	Extremely Confident	I don't know
1. In setting goals for your business?						
2. In creating a prototype of an original product or service?						
3. In creating a business budget?						
4. In creating a business plan?						
5. In finding money to start your business?						
6. In manufacturing a product and/or service?						
7. In creating a brand for your business?						
8. In successfully running your business?						



PRE-TEST

ID: _____

Please read each question and circle the answers below. If you are younger than 11 years old, please skip to question 21.

Have you previously participated in 4-H Entrepreneurs? yes / no

1. How do you describe someone who organizes, manages, and takes on the risks of a business?

- a. Lender
- b. Loan Officer
- c. Chief Executive Officer
- d. Entrepreneur
- e. I don't know

2. Setting goals is an important first step toward creating a business.

- a. True
- b. False
- c. I don't know

3. Expenses are the costs required to run a business.

- a. True
- b. False
- c. I don't know

4. The first step in the design process is to create a prototype.

- a. True
- b. False
- c. I don't know

5. Which of the following is a reason to create a new prototype?

- a. The product does not meet the customer's need
- b. A friend or family member has provided constructive feedback
- c. A new material would improve the quality of the prototype
- d. All of the above
- e. I don't know

6. Gross Income is the amount of money earned after subtracting the costs of the business.

- a. True
- b. False
- c. I don't know



7. Fixed Expenses are the costs of producing goods or services.
- True
 - False
 - I don't know
8. Which of the following best describes revenue?
- A company's costs to operate
 - The money a company earns by selling products or services
 - The money left over after a company pays taxes or operating expenses
 - Income that is exactly equal to expenses
 - I don't know
9. If you are under the age of 18 and operate a seasonal business you are not required to obtain a business license.
- True
 - False
 - I don't know
10. Business value is equal to _____ minus _____
- Gross income minus net income
 - Assets minus liabilities
 - Investments minus cash flow
 - Debt minus fixed expenses
 - I don't know
11. Which of the following is considered during production and manufacturing?
- Skills to sustain customer relationships
 - Number of products needed
 - What products competitors will be selling
 - Non-Operating revenue
 - I don't know
12. Copying a well-known brand is a good way to get a head start on branding and advertising.
- True
 - False
 - I don't know



13. Marketing is everything a business does to attract customers.
 - a. True
 - b. False
 - c. I don't know

14. What is a target market?
 - a. The audience who sees all marketing and advertising
 - b. The particular group of consumers to which a business plans to sell its products
 - c. Consumers who own stocks and can provide advice
 - d. All of the above
 - e. I don't know

15. The name of a business should be creative, original, and easy to understand.
 - a. True
 - b. False
 - c. I don't know

16. How do you provide good customer service?
 - a. Build relationships of trust
 - b. Understand your customer's needs
 - c. Sustain customer relationships
 - d. All of the above
 - e. I don't know

17. Building a relationship of trust with your customers is important.
 - a. True
 - b. False
 - c. I don't know

18. Most of the time a customer will purchase a product without being asked to buy it.
 - a. True
 - b. False
 - c. I don't know



19. Which of the following is a good way to launch your business?

- a. Create products and customers will find them naturally
- b. Partner with local businesses to sell your product in their locations
- c. Work on a new iteration of a mid-fidelity prototype
- d. Work as an employee at a local business
- e. I don't know

20. Communicating with your target audience can help:

- a. Prevent trademark infringement
- b. Create a business logo design
- c. Generate word-of-mouth sales
- d. Calculate the value of a business
- e. I don't know

How confident are you in performing the following skills? Please be careful to read each statement and respond accordingly.

Currently, how confident are you...

	Not confident at all	Slightly confident	Moderately Confident	Very Confident	Extremely Confident	I don't know
21. In setting goals for your business?						
22. In creating a prototype of an original product or service?						
23. In creating a business budget?						
24. In creating a business plan?						
25. In finding money to start your business?						
26. In manufacturing a product and/or service?						
27. In creating a brand for your business?						
28. In successfully running your business?						



29. What grade are you in?

- a. 3rd - 5th
- b. 6th - 8th
- c. 9th - 12th

30. Which of the following best describes you? (Circle ALL that apply)

- a. White
- b. Black or African American
- c. American Indian or Alaska Native
- d. Asian
- e. Native Hawaiian or Pacific Islander
- f. Other

31. Which of the following best describes you? (Circle ALL that apply)

- a. Male
 - b. Female
 - c. Non-binary/third gender
 - d. Prefer not to say
-



ID: _____

LESSON ONE POST-TEST

1. How do you describe someone who organizes, manages, and takes on the risks of a business?
 - a. Lender
 - b. Loan Officer
 - c. Chief Executive Officer
 - d. Entrepreneur
 - e. I don't know

2. Setting goals is an important first step toward creating a business.
 - a. True
 - b. False
 - c. I don't know

3. Expenses are the costs required to run a business.
 - a. True
 - b. False
 - c. I don't know

4. The first step in the design process is to create a prototype.
 - a. True
 - b. False
 - c. I don't know

5. Which of the following is a reason to create a new prototype?
 - a. The product does not meet the customer's need
 - b. A friend or family member has provided constructive feedback
 - c. A new material would improve the quality of the prototype
 - d. All of the above
 - e. I don't know



ID: _____

LESSON TWO POST-TEST

1. Gross Income is the amount of money earned after subtracting the costs of the business.
 - a. True
 - b. False
 - c. I don't know

2. Fixed Expenses are the costs of producing goods or services.
 - a. True
 - b. False
 - c. I don't know

3. Which of the following best describes revenue?
 - a. A company's costs to operate
 - b. The money a company earns by selling products or services
 - c. The money left over after a company pays taxes or operating expenses
 - d. Income that is exactly equal to expensesI don't know

4. If you are under the age of 18 and operate a seasonal business you are not required to obtain a business license.
 - a. True
 - b. False
 - c. I don't know

5. Business value is equal to _____ minus _____.
 - a. Gross income minus net income
 - b. Assets minus liabilities
 - c. Investments minus cash flow
 - d. Debt minus fixed expenses
 - e. I don't know



ID: _____

LESSON THREE POST-TEST

1. Which of the following is considered during production and manufacturing?
 - a. Skills to sustain customer relationships
 - b. Number of products needed
 - c. What products competitors will be selling
 - d. Non-Operating revenue
 - e. I don't know

2. Copying a well-known brand is a good way to get a head start on branding and advertising.
 - a. True
 - b. False
 - c. I don't know

3. Marketing is everything a business does to attract customers.
 - a. True
 - b. False
 - c. I don't know

4. What is a target market?
 - a. The audience who sees all marketing and advertising
 - b. The particular group of consumers to which a business plans to sell its products
 - c. Consumers who own stocks and can provide advice
 - d. All of the above
 - e. I don't know

5. The name of a business should be creative, original, and easy to understand.
 - a. True
 - b. False
 - c. I don't know



LESSON FOUR POST-TEST

ID: _____

1. How do you provide good customer service?
 - a. Build relationships of trust
 - b. Understand your customer's needs
 - c. Sustain customer relationships
 - d. All of the above
 - e. I don't know
2. Building a relationship of trust with your customers is important.
 - a. True
 - b. False
 - c. I don't know
3. Most of the time a customer will purchase a product without being asked to buy it.
 - a. True
 - b. False
 - c. I don't know
4. Which of the following is a good way to launch your business?
 - a. Create products and customers will find them naturally
 - b. Partner with local businesses to sell your product in their locations
 - c. Work on a new iteration of a mid-fidelity prototype
 - d. Work as an employee at a local business
 - e. I don't know
5. Communicating with your target audience can help:
 - a. Prevent trademark infringement
 - b. Create a business logo design
 - c. Generate word-of-mouth sales
 - d. Calculate the value of a business
 - e. I don't know

Currently, how confident are you...

	Not confident at all	Slightly confident	Moderately Confident	Very Confident	Extremely Confident	I don't know
6. In setting goals for your business?						
7. In creating a prototype of an original product or service?						
8. In creating a business budget?						
9. In creating a business plan?						
10. In finding money to start your business?						
11. In manufacturing a product and/or service?						
12. In creating a brand for your business?						
13. In successfully running your business?						



Independence Warm Up Questions

One employee comes to the business owner to explain that a coworker has been seen stealing money from the register. How can the business owner solve this problem with integrity?

The business owner accidentally doesn't give a customer back enough change from a purchase. The customer doesn't notice and leaves the store. How can the business owner solve this problem with integrity?

A business owner posts something for sale on social media. Someone makes a negative comment about the product that will deter customers. How can the business owner solve this problem with integrity?

A business owner hasn't made enough money in their first year to pay back investors what they had promised. How can the business owner solve this problem with integrity?

A business owner hears that someone in their community needs help financially. How can the business owner solve this problem with integrity?



Business Plan Template 1

INTRODUCTION

Please briefly explain your business.

Who is providing the leadership to make decisions for your company?

Do you have any employees? If so, what are their roles in your business?

BUSINESS PLANNING

Why is your product or service superior to others that currently exist?

Who is your target audience, and how do you plan on reaching them?

How are you going to market your product so that it stands out in a retail environment?

Do you plan to sell your products/services online or in-person? Explain.

Do you plan on continuing this business in the future? If so, what is your plan moving forward? If not, what is your exit strategy?

BUSINESS FINANCES

What are the profit margins on the products/services you sell? _____

How much revenue do you want to generate this year? _____

How much of the net revenue do you plan to reinvest into growing the business this year? _____

INVESTMENT OPPORTUNITIES

If you plan on seeking an investor, what would you do with the money you raise?

Business Plan Template 2



This business plan aligns with the SBA's Lean Startup plan. A completed example of this model can be found [here](#).

BUSINESS NAME:	
Identity:	Problem:
Our solution:	Target market:
The competition:	Revenue streams:
Marketing activities:	Expenses:
Team and key roles:	Milestones:

This example business plan is provided by the Small Business Administration. Get help starting and running your small business at SBA.gov.

Company Name: _____

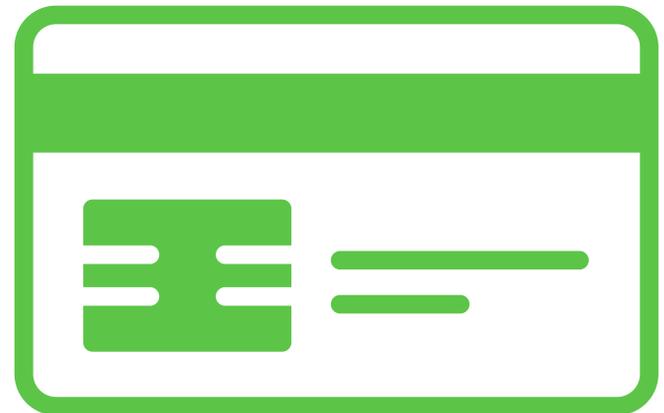
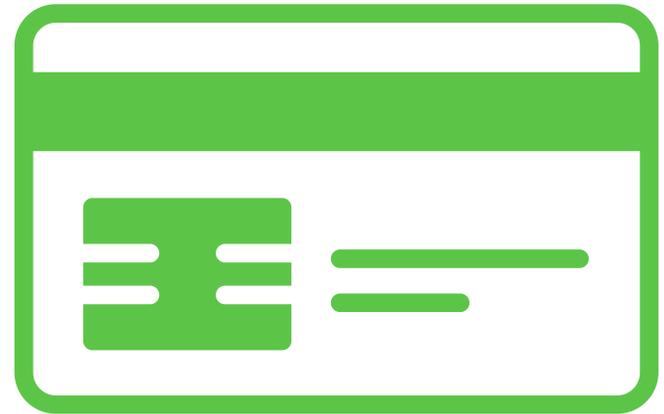
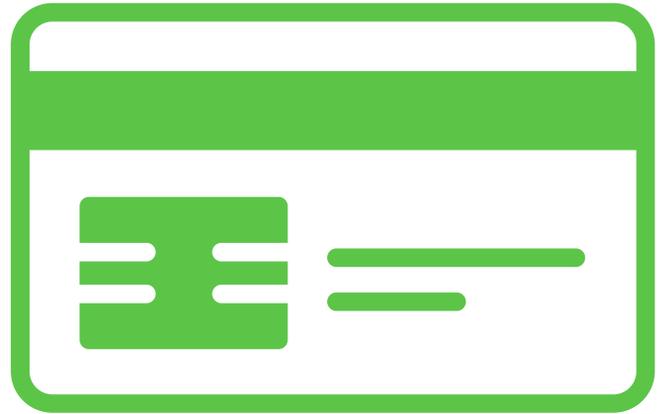
REVENUE GOALS

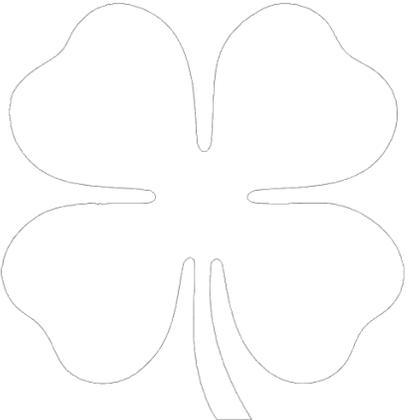
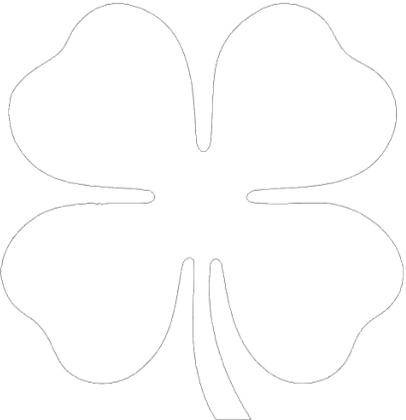
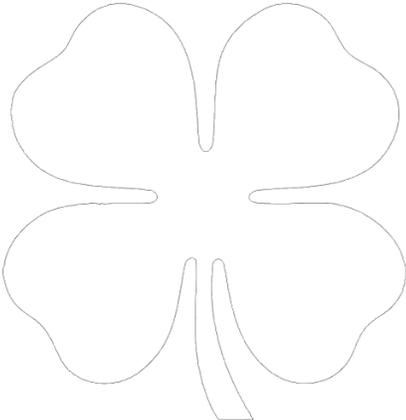
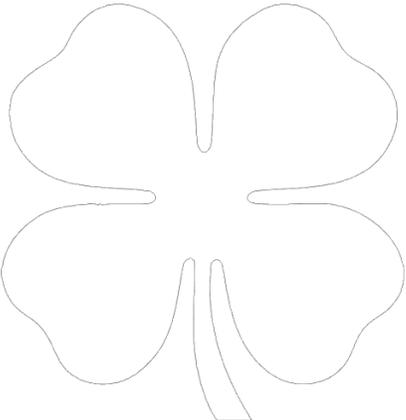
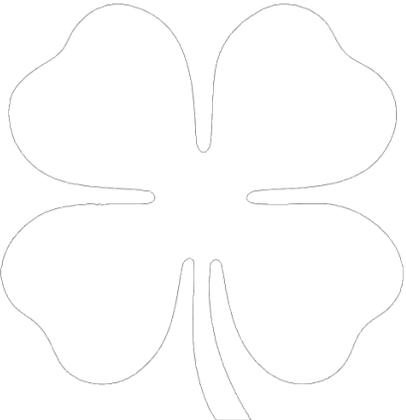
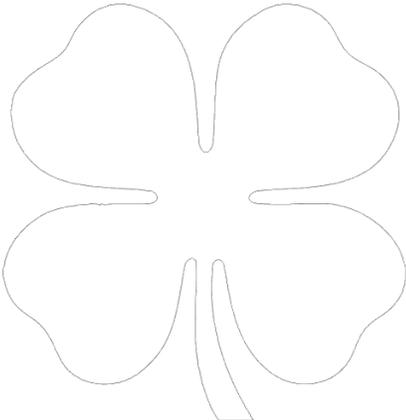
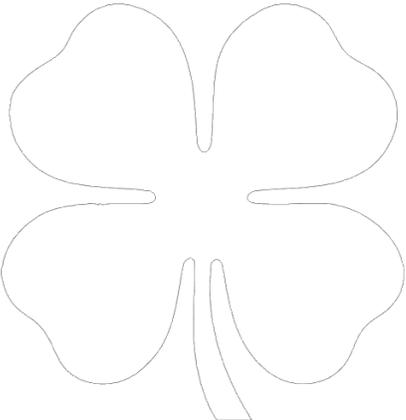
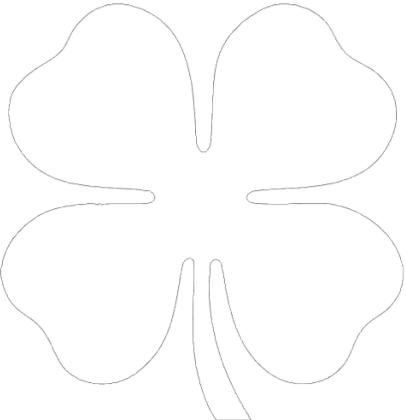
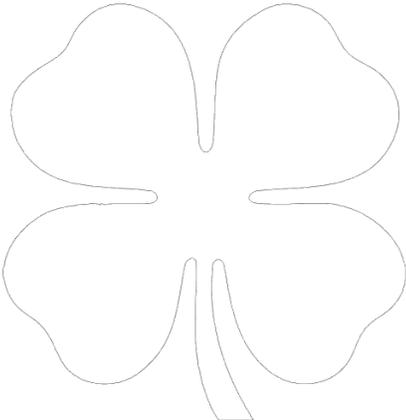
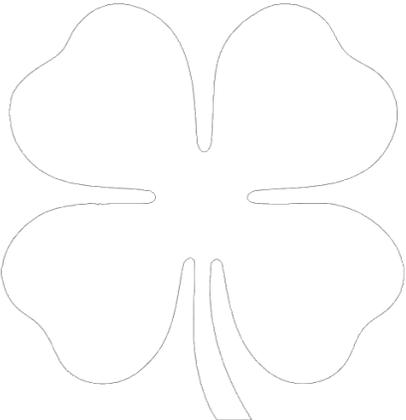
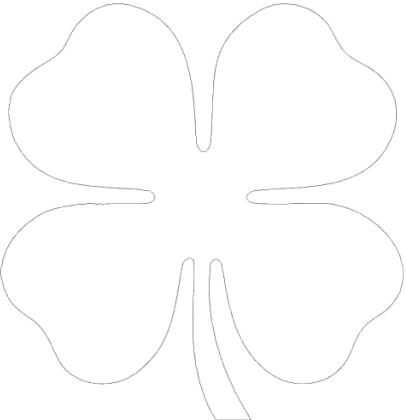
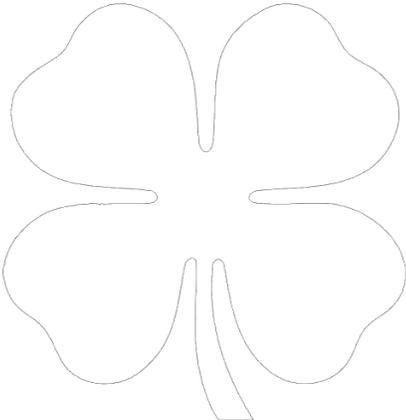
Revenue:	Start Up:	Month 6:	Annual Total:
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
Non-Operating Revenue:	_____	_____	_____
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____
TOTAL REVENUE:	\$ _____	\$ _____	\$ _____

EXPENSE PREDICTIONS

Expenses:	Start Up Cost:	Month 6:	Annual Total:
Costs of Goods:	\$ _____	\$ _____	\$ _____
Payroll:	\$ _____	\$ _____	\$ _____
Rent:	\$ _____	\$ _____	\$ _____
Utilities:	\$ _____	\$ _____	\$ _____
Taxes:	\$ _____	\$ _____	\$ _____
Insurance:	\$ _____	\$ _____	\$ _____
Office Supplies:	\$ _____	\$ _____	\$ _____
Transportation:	\$ _____	\$ _____	\$ _____
Marketing:	\$ _____	\$ _____	\$ _____
TOTAL EXPENSES:	\$ _____	\$ _____	\$ _____

PROJECTED NET INCOME: \$ _____





4-H ENTREPRENEURS

BAD

CUSTOMER SERVICE



4-H ENTREPRENEURS

GOOD

CUSTOMER SERVICE



4-H ENTREPRENEURS

BAD

CUSTOMER SERVICE



4-H ENTREPRENEURS

GOOD

CUSTOMER SERVICE



4-H ENTREPRENEURS

BAD

CUSTOMER SERVICE



4-H ENTREPRENEURS

GOOD

CUSTOMER SERVICE



4-H ENTREPRENEURS

BAD

CUSTOMER SERVICE



4-H ENTREPRENEURS

GOOD

CUSTOMER SERVICE





Annual Business Summary

THANK YOU FOR SUPPORTING YOUNG ENTREPRENEURS IN UTAH!

Thank you for supporting my business:

This year, I was able to generate \$ _____ in gross revenue, and \$ _____ in net revenue.

Based on our agreement, I am graciously repaying you \$ _____ this year, and I appreciate your support as an investor in my company.

During my experience this year, the three most important things I learned were:

Because of your donation, my business:

Moving forward, I plan to:

Sincerely,

Thank you again for supporting Utah 4-H youth!



4-H *ENTREPRENEURS*

Questions / Comments?

Kelsey Romney: kelsey.romney@usu.edu



Extension
UtahStateUniversity



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